DOCUMENT RESUME

ED 391 877 CE 070 570

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TITLE Development of a Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division.
PUB DATE Sep 94
NOTE 62p.; Doctor of Education practicum report, Nova Southeastern University. Appendices contain some poor quality print.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Consumer Education; *Global Approach; *Hospitality Occupations; International Education; *International Relations; Multicultural Education; Occupational Home Economics; Technical Institutes; Two Year Colleges; Vocational Education

ABSTRACT

The purpose of a practicum project was to develop a process to internationalize occupational programs in the consumer and hospitality services division (CHSD). Five procedures were used to complete the project. First, a review of literature was conducted on how other colleges had internalized their courses. It included some research and practices done in the area of international education where disciplines have been internationalized. Second, a committee of experts was formed to discuss methods of internationalizing disciplines. It developed a draft of the process that included goals, objectives, an explanation of the concept, content, and flow chart of the process. Third, a summative committee reviewed the process for validation purposes. Fourth, the final and approved process was submitted to the dean of the CHSD. Appendixes include internationalizing curriculum models from the Milwaukee Area Technical College, and the Waukesha County Technical College internationalization strategic plan. Contains 20 references. (YLB)

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DEVELOPMENT OF A PROCESS TO INTERNATIONALIZE OCCUPATIONAL PROGRAMS IN THE CONSUMER AND HOSPITALITY SERVICES DIVISION

Emergence of Vocational, Technical, and Occupational Education in America

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A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University

September, 1994

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Abstract of a practicum report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

DEVELOPMENT OF A PROCESS TO INTERNATIONALIZE OCCUPATIONAL PROGRAMS IN THE CONSUMER AND HOSPITALITY SERVICES DIVISION

by

Marietta M. Advincula-Carpenter

September, 1994

The problem was that the occupational programs in the Consumer and Hospitality Services Division (CHSD) did not have an international or global perspective and/or dimensions that would prepare its graduates to compete in the global marketplace. The purpose of the study was to develop a process to internationalize occupational programs in the CHSD. The research question was, "What should be the content for a valid process to internationalize course(s) in the occupational programs in CHSD?"

Data from the review of literature demonstrated various strategies to internationalize curricula. The

formative committee developed a process based from information from the literature and some models that have been developed by some faculty in MATC. The process included a flow chart that will facilitate the training of faculty in the internationalization project. It was recommended the Dean of CHSD provide incentives to encourage faculty's participation in the project. It was further recommended to submit the process and flow chart to the International Education Advisory Committee to be used as a model for other occupational programs.

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DEVELOPMENT OF A PROCESS TO INTERNATIONALIZE OCCUPATIONAL PROGRAMS IN THE CONSUMER AND HOSPITALITY SERVICES DIVISION

APPENDIXES D AND E

Appendix D

Internationalizing Curriculum Models

from MATC

GLOBALIZING THE CURRICULM
COURSE PROJECT

Curriculum Enhancement. Participants choose course projects/activities which are of greatest interest/benefit. Following are some suggested activities, although participants will be able to develop their own projects in consultation with the instructor.

a. Identify someone within your specific occupational area whose job has international dimensions. Interview that person to find out his/her perspective on the globalization of the discipline and how that impacts competencies needed by graduates.

b. Prepare a list of international topics which are relevant to your program area. Determine where these topics most logically fit within the curriculum.

c. Select one of your courses and identify where the inclusion of international content would be appropriate. Develop a lecture and classroom activities to focus on that topic.

d. Develop an annotated bibliography regarding the globalization of your discipline to distribute to your colleagues.

Office Procedures

COURSE UNIT DISPLAY

Office Procedures 1 and 2 (106-165 and 106-166)

Instructors have two semesters in which to teach these concepts. Number of units and time allotted will vary.

UNIT 1 - WORKING IN TODAY'S OFFICE: THE ELECTRONIC OFFICE (3 Weeks)
- *1.1 Professional Image, Attitude, Human Relations
- 1.2 The Office Environment
- 1.3 Time Management, Appointment Records, Priorities
- *1.4 Public Relations--Receiving Visitors, Office and Telephone Etiquette

UNIT 2 - OFFICE INFORMATION SYSTEMS: TECHNOLOGY AND PROCEDURES (2 Weeks)
- 2.1 Computer Systems and Software
- 2.2 Reprographics
- *2.3 Telecommunications

UNIT 3 - WORD/INFORMATION PROCESSING: DOCUMENT CREATION AND DISTRIBUTION (3 Weeks)
- *3.1 Correspondence--Composing, Dictating, Transcribing, and Processing
- 3.2 Incoming Communications
- *3.3 Outgoing Communications and Shipments

UNIT 4 - ADMINISTRATIVE SUPPORT FUNCTIONS: RESEARCH AND ORGANIZATION OF INFORMATION (3 Weeks)
- *4.1 Research of Business Information
- *4.2 Statistical Tables and Charts
- *4.3 Reports, Procedures, Speeches, and Publications

UNIT 5 - ADMINISTRATIVE SUPPORT FUNCTIONS: TRAVEL AND CONFERENCE PLANNING (3 Weeks)
- *5.1 Travel Arrangements
- *5.2 Meetings and Conferences

UNIT 6 - ADMINISTRATIVE SUPPORT FUNCTIONS: FINANCIAL AND LEGAL PROCEDURES (1 Week)
- *6.1 Financial Responsibilities
- *6.2 Investments and Insurance

UNIT 7 - WORKING IN TODAY'S OFFICE: PLACEMENT AND ADVANCEMENT (1 Week)
- 7.1 Successful Employment Steps
- *7.2 Employment Opportunities

*Internationalized Components

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124-124 Principles of Fashion Merchandising
International Unit Display

*IMPORTS AND FOREIGN FASHIONS UNIT

Imports

Week 12 & part of 14 of a 16 week semester. One hou. per day.

A. Two Key points in Debate Over Imports
   1. Balance or Trade
      a. Trade Deficit
      b. Duties
   2. Protectionism vs. Free Trade
   3. Both Points Are Valid

B. Two Types of Imports
   1. Direct Imports
   2. Offshore Production

C. Why American Retailers/Manufacturers Import
   1. Cost
   2. Exclusive Rights
   3. Foreign Expertise and Capabilities
   4. Fashion Cachet
      a. Explain Cachet
   5. America Imports From Many Countries
      a. Majority of Imports Are From Low-wage Countries
         i. Explain Low-wage Countries
         ii. Give Examples of Low-wage Countries

D. Business Considerations When Buying Imports
   1. Order and Delivery Time (Lead Time)
   2. Reorder and Return Difficulties
   3. Differences in Product Standards
   4. Landed Costs
   5. Buying Trip Costs
   6. Cultural Differences
   7. Monetary Differences (Exchange Rates)

E. Government Action To Control Imports
   1. Multi-Fiber Textile Arrangement
      a. Bi-lateral Agreements
      b. Imposing Limits Can Cause Unfavorable Reaction by Foreign Country
      c. Category 807 - Off-shore Production
         i. Taxed Only on "Added Value"
   2. County of Origin Rules
   3. Quotas

F. Most Countries Involved With Import Debate Are South American and Asian Countries
   1. Fall Into Off-shore Production
   2. Many Goods From European Countries Are Direct Imports
      a. Most Publicized of These is "Haute Couture"

*Internationalized Unit

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II. Foreign Fashions

A. Haute Couture Definition
   1. Translation - "High Dressmaking"
   2. Meaning - Original, High Fashion by a Respected Designer

B. Why Paris Is Considered Haute Couture Headquarters
   1. Historical
   2. Government Protection
   3. Auxiliary Industries
   4. Tradition of Skilled Craftsmen
   5. Location and Climate

C. Haute Couture Vocabulary

D. Not All Designers Are Haute Couture Designers
   1. Recognition By Federation de la Couture
      a. Haute Couture Qualifications
      b. Qualifications Set By Chambre Syndicale de la Couture Parisienne
      c. Services to Members

E. Couture Is Glamorous But Not Most Profitable Side of The Business
   1. Who Buys Haute Couture

F. Other Business Ventures By Designers
   1. Boutiques
      a. House
      b. Franchised
   2. Designer RTW
      a. Less Expensive Than Couture
      b. More Avant Garde Than Couture
         1. Couture Very Expensive (so less disposable) and So More Classic Looks
      c. Chambre Syndicale de Pret-a-Porter
   3. Licensing Agreements

G. Italian Haute Couture
   1. Only Other Notable Country With Couture
   2. Alta Moda Italiana
   3. Located in Rome, Florence, Milan
   4. Operate Similar To Paris Couture

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Planning International Business Lunches
515-454

Course Description: Designed for those planning to conduct business lunches in foreign countries that they can be informed about local food and dining customs and traditions.

Prerequisite: none

Objectives: Given specific information about the food and dining customs and traditions and the nature and culture of a selected city or country, the participant will be able to:

1. rate restaurants as high, moderate, fair or appropriate or inappropriate in terms of price and service requirements and/or expectations of the client;

2. order food and beverage items from a menu that the client is willing to try in the event that (s)he chooses to pass the familiar items;

3. plan , reserve and order business breakfast, lunch or dinner to facilitate business transactions accordingly.

Materials needed:

1. map of city or country, slides, postcard, or photographs from personal collection or from consulate of country(ies)

2. sample menus or recipes, pictures of menu items from food and dining magazines

3. descriptions of dining places e.g. Visitor's Guide to Dining or foreign cities , Traveler's Books e.g. Fodor's.

Topics:

1. Map of the city/country
2. Cuisine particular to the area(s)
3. Common, special and status foods and dining customs
4. Restaurant and other dining places guide
5. Common menu items
6. Local business breakfast, lunch and dinner dining customs

Evaluation:

1. The participant will identify restaurants that meet their needs when they travel

2. They will identify familiar food and beverage items on the menu.

3. They will plan a business breakfast, lunch or dinner within their per diem limitations.

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Lesson Plan

Subject: Women's Issues

Theme: Women in the workforce: China

Population: Program planners, job developers and other interested persons

Objectives:

1. To identify characteristics of women in China, then and now.

2. To illustrate the participation of Chinese women in their country;s economy.

3. To distinguish participation of women in American and Chinese workforce.

4. To organize information that summarizes role of women in the workforce of other selected countries.

5. To assess labor practices in the United States in the employment of women.

6. To identify paradigms in developing job opportunities for women in non-traditional jobs.

Motivation: The desire to improve the job opportunities of women in the context of women as important but under-utilized human resource in economic development design and implementation.

Background: This is a study on women's issues: education, health, family and child care, and employment and training. This lesson is part of employment and training topic.

Materials: Slide, transparencies, handouts

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Procedure: Lecture, show slides on women workforce in China, small group sharing, recap and give handouts.

Small group approach to learning: Directions to the groups must be explicit, so explicit that each group could be held accountable for completing the assigned tasks. Specific tasks are given such as:

1. Select a country
2. Identify the role of women in that country
3. Compare their labor practices on women with the United States of America.
4. Summarize effective employment and training practices for women in their workforce

It is the hope that making the group task-driven will avoid straying from the focus of the discussion.

The other feature of this task driven group is the writing tasks that need to be done for the large group sharing. After each group is formed, they were each given a blank overhead transparency and a water soluble pen was given to the leader or recorder of the group. The responses or work of the group were written on the transparency. the group leader then projects this transparency as he shares their group's task.

The participants are forced to collaborate while writing, review the works of other groups and discuss similarities and differences. It seems that participants respond more critically to the class-generated writing if they struggled together to its completion. They also seem to remain "on task" because the transparency is collected and reviewed by their peers. Transparencies are easier to handle than newsprint and has more permanency than the chalkboard. Finally, copies may be made from the transparencies form some copying machines.

Another aspect that I wish to accomplish is "bringing worlds together". By asking to look at other countries, the participants are forced to look beyond the familiar and encouraged to think globally as opposed to the usual parochial way of looking at things. Ideally, participants from other countries can provide as expert opinions and data. Inviting staff members from other countries to sit with the groups is also another option if available and feasible.

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Evaluation: The transparencies are collected and the groups are evaluated on the basis of their written task, their sharing and their responses to questions. Each person will also submit a written report on paradigm(s) in developing non-traditional jobs for women and projection on women's place in the workforce 2000.

References: Handouts.

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STEPS FOR INFUSION AND DEVELOPMENT OF INTERNATIONAL COURSES

INTRODUCTION

is handbook is divided into four parts: ine of Procedures, Description of the en Steps in Infusion, Procedures for ion/Course Development, and Models Examples of Internationalized Cours-

Part One gives an overview of the pro- ure and provides an outline of the ents of the final product.

Part Two provides a brief description of activities and product of each step.

Part Three is a step by step guide to the ire process. These steps should be ne in the order specified; however, me faculty may find it easier, after ep One is completed, to work back from me of the later steps. For example, me instructors may find it easier to rite competencies (objectives) from al- eady known test items (Step Four), hile others may find it easier to devel- p competencies from the instructional tivities (Step Five). Whatever the ap- roach, the final product is expected to be presented in the order specified in these steps.

Faculty developing new courses should also follow these steps. The format and procedure are the same as for infusion.

As faculty work through Part Three, they should refer to the models and examples in Part Four. This will not only provide them with a reference check, but will also insure that the final product at the completion of each step is comprehensive and in the style and format presented by this manual. Be sure the numbering system conforms to those illustrated in Part Four; it is important that the numbers of the international units correlate with the numbers of the competencies, performance measures, instructional activities, and record keeping system.

ALL FINAL SUBMISSIONS MUST CONFORM TO THIS FORMAT!

Part Four presents a selection of models and examples of courses internationalized through this process by previous participants.

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PART ONE

OUTLINE OF PROCEDURES

1. Course: Select the course to be internationalized.

2. Goal: Write a statement of purpose, preferably a competency statement, for the entire course.

3. Units: Divide the course into units (i.e., blocks of competencies and content on which student performance will be assessed).

4. Time: Establish time periods for each unit.

   A. Determine the time periods on the basis of the amount to be learned and the amount of material to be covered.
   B. If desired, specify "regular" and "minimum" pacing scales.

5. Instructional Unit(s) Development:

   A. Write a statement of purpose/competency for the unit.
   B. Write competency statements:
      -List in the sequence that they are to be covered.
      -Limit in total number as much as possible by combining closely related tasks.
   C. List the instructional materials for each competency.
   D. Describe instructional activities.
   E. List student assignments.
   F. Write performance measures (tests):
      -Describe conditions for student performance.
      -Write sample "test" items.
      -Describe how performance is to be measured.
   G. Prepare record keeping system.

6. Bibliography: List texts and course materials and other resources.

PART TWO

DESCRIPTION OF THE SEVEN STEPS IN INFUSION

STEP 1: Specifying Units of Instruction

In most school settings the curriculum is divided into programs and the programs are divided into courses. The materials in this instructional development package provide directions for dividing a course into instructional units and developing competencies, measures, and instructions for each unit in the course. This also provides an overview of the course and its subsets (units). It also indicates where the international studies component will occur. This one-page display should provide enough detail so that anyone can understand in general terms the content covered by the course.

STEP 2: Writing Unit Descriptions

The unit description is a brief (usually one page) overview of the learning outcomes and instructional activities for each unit. The unit descriptions guide future course development and facilitate the review and critique of the entire course.

NOTE: Faculty following the infusion model will prepare only one unit, the international component. Faculty developing new international courses will prepare one for each unit in the course.

STEP 3: Writing Student Competencies

The general learning outcomes specified in the unit description should be refined to a small number of competencies. These competencies should describe student performances in precise and unambiguous terms. The competencies will be used to guide the development of student performance measures and the instructional activities.

STEP 4: Preparing Student Performance Measures

Student performance measures are used to determine student attainment of the competencies. The performance should require the student to perform under the conditions described in the competency. The performance measures guide the selection of the instructional activities for the course.

NOTE: For the purpose of evaluation of the grant a separate pre- and post-test will be prepared for infusion models.

STEP 5: Preparing Instructional Activities

Instructional activities should be planned to provide the student with the necessary information or practice needed to attain the competencies. They

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...ould include a list of the texts, materials, and equipments, as well as the activities.

STEP 6: Preparing Record Keeping Systems

A competency based course should include a system for recording individual student performance on each unit competency. The course record keeping system may be used for recording student progress in the course. It may also be used to assess the adequacy of the instructional activities for each competency.

STEP 7: Preparing the Bibliography

The completed unit package should include a bibliography listing both the texts and materials the students will use and the materials you used in preparing the unit.

PART THREE

PROCEDURES FOR INFUSION-COURSE DEVELOPMENT

STEP 1: Specifying Units of Instruction

1. Write Course Goal.

2. Plan the instructional units.

Divide the course into instructional units based upon the desired length of testing periods.

Consider the following items when dividing the course into units:

A. The number of units per course should be large enough to provide frequent assessment of student progress, without overburdening the teacher with test marking. Four to eight units in a 16 week course are suggested.

B. The units should be equally divided with respect to the amount to be learned and/or the time spent on instruction.

C. The units should divide the course along natural divisions in the course material or content.

D. The units should be equally distributed across student report periods established by the educational institution.

3. Prepare a course/unit display.

Construct a simplified one-page description of the units to be included in the course. Include the following:

A. List the number and title of the course being developed.

B. Catalogue description.

C. Overall course goal.

D. List of the units by title and number in the desired teaching order.

E. Indicate the unit(s) or parts of units that will have international content with an *.

STEP 2: Writing Unit Descriptions

This will be a brief overview, or outline, of the international units.

1. State goal for the international component(s) to be used into the course.

2. Give the number and title of the international unit (s) or the unit and the international parts of the unit.

A. Write a goal statement for each international unit.

B. Briefly describe assignments for each international unit.

C. Outline activities for each international unit. Be sure to include pre- and post-tests and any other tests to be administered.

STEP 3: Writing Student Competencies

1. Competency: A statement, written in measurable terms, of skills and/or concepts (cognitive, attitudinal, motor) in which students have demonstrated proficiency.

A. Competency statements should be stated in measurable terms--"construct," "solve," "predict," "select," etc. Term such as "understand," "appreciate," "know" should be avoided.
SEE APPENDIX A.

B. Competencies describe job-like skills and concepts that students have learned.

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1. Competencies describe learned skills and concepts from a broad base of content.

2. Usually only 2 to 3 competencies are written for a unit and 12 to 15 for a course.

3. The relationship between the measurable behavior and the course content should be clear.

Plan the Competencies:

A. Prepare a list of competencies for the instructional studies unit.

1. Enter competencies from instructional resources and activities, test materials, and course goals.

2. (Optional) Indicate the information, directions, or materials the students will be given when their performance is being assessed.

B. Reduce the competencies in each unit to include only the most important "end-of-unit" learning outcomes:

1. Combine competencies that have related content or behaviors, if possible.

2. Eliminate objectives that are to be attained "enroute" to the "end-of-unit" competencies.

3. Eliminate objectives that describe performances that are not expected outside the classroom situation.

C. Prepare a unit/competency display:

1. List the competencies for each unit in the course.

2. Number each unit and each competency so that performance measures and instructional activities can be indexed to them. It may be helpful to relate the competencies to each lesson, class period, or week within each unit.

D. Evaluate completed competencies.

Before you put the competencies into their final form, check them for completeness and correctness by asking the following questions:

1. Is the competency statement written using measurable terms?

2. Is the competency statement student (classroom) or outcome (job/outside classroom) oriented?

3. Does the competency statement cover a broad area of content?

4. Is the relationship between the measurable behavior and the course content clear?

STEP 4: Preparing Student Performance Measures

Plan the Performance Measures:

A. Plan the test(s) that will be used to measure performance on the unit competencies.

1. Select a test form that is appropriate for the type of student response described in each competency.

2. Determine the minimum number of test items that will be needed for each competency. Consider the content to be covered and the chances of the student guessing the correct response.

B. Determine whether or not alternate test items would be necessary in situations requiring retesting.

C. Determine whether or not all of the competencies should be assessed on a single test. Consider the time required to measure each competency and the similarity of the performance conditions described in the competencies.

D. Determine how the item will be organized within the test.

2. Prepare the Performance Measures:

A. Construct the actual tests that will be used to measure student performance on the unit competencies.

1. Provide space for recording the student's name, the date, and the student's perfor-

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[illegible]

1. Prepare clear and concise directions that tell the student how and where to respond.

2. Write a sample test item for each competency in each unit.

3. Number the test items in a way that is easy to relate them to the unit competencies.

B. Describe how the test items should be scored and how the performance score for each competency will be determined.

Step 5: Preparing Instructional Activities

Prepare Instructor's Notes:

A. Prepare an outline of the content and procedures that is keyed to the instructional competencies.

B. List the content for any instruction the instructor must prepare or deliver.

C. Describe the procedures the instructor should use in teaching the unit. Consider how information will be presented, how the performance to be learned will be demonstrated and practiced, and how the students will be informed of the adequacy of their performance.

D. List available resources that can be used for presenting information and/or providing practice.

2. Prepare Student Assignments:

A. Prepare a list of suggested study procedures that will guide the student to the attainment of the unit competencies.

1. Briefly describe the purpose or objective of the assignment.

2. Describe the step-by-step procedures that should be followed in using specific materials and resources.

B. List resources for the unit.

NOTE. If the instructor is responsible for providing information and practice opportunities, then Instructor Notes should be prepared. If students are expected to use instructional materials and engage in practice on their own then Student Assignments should be prepared. If the course has both classwork and homework, then both Instructor Notes and Student Assignments should be prepared.

Step 6: Preparing Record Keeping Systems

1. Plan the Record Keeping System:

Plan a system that will be easy to use when recording student performance and when analyzing the effectiveness of instruction.

-Determine whether or not minimum performance scores will be established for each competency or unit. If performance standards are established, include them in the display.

-Determine whether or not students will be allowed to have their performance reassessed. If retests are permitted, include space for recording additional scores for each competency.

-Determine whether or not all of the student performance standards in the course and all of the course competencies can be presented in a single easy-to-read display. If there are more student performance standards and competencies than can be presented in a single display, divide the record keeping system into units. Provide a summary table of student performance by competency if the system is divided.

2. Prepare the Record Keeping System:

Construct a record keeping system that will be used to record student performance.

-Provide space for recording each student's performance on each competency, including retests.

-Provide space for summarizing student performance on each competency.

-(Optional) Indicate the performance standard for each competency and provide space for recording the number of students attaining the performance standard.

Step 7: Preparing the Bibliography

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[illegible] Preparing the Bibliography

1. Prepare Student Bibliography:

   Make a list of texts and other materials students will use in the course.

2. Prepare Instructor Bibliography:

   Make a list of books and other materials used in the preparation of this unit (course).

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APPENDIX A

VERBS FOR USE IN WRITING COMPETENCIES

It is arranged into four general categories in order to assist in finding the term you need. The terms in the first group, Recognition, are usually considered "low level" in their expectations and are most often used in classroom objectives.

RECOGNITION (to know or recall)

choose	list
define	locate
find	match
identify	name
memorize	underline
label	

COMPREHEND (evaluation, meaning, or application)

apply	factor
calculate	graph
classify	interpret
compute	judge
construct	make
convert	perform
decide	plan
define	plot
demonstrate	predict
derive	prepare
describe	present
discuss	solve
estimate	tabulate
evaluate	use

ANALYZE (evaluation, meaning, or application)

analyze	evaluate
appraise	explain
compare	formulate
contrast	generate
criticize	induce
deduce	infer
defend	organize
differentiate	paraphrase

SYNTHESIZE (relationship)

combine	recombine
design	reconstruct
develop	reorganize
devise	reorder
expand	restate
modify	restructure
paraphrase	synthesize
predict	systematize
propose	write (essay)

APPENDIX B

COMMON PROBLEMS WITH COMPETENCIES

My experience over the past several years of working with faculty in developing competencies has led me to several conclusions. Most faculty find this step to be the most difficult, if not the most perverse. There are several mistakes that occur each time. The following list will hopefully help future faculty avoid these problems:

1. Competencies must be measurable:

Upon completion of this unit the student will be able to:

Develop an understanding of . . .

Discuss in an essay . . . .

OR

Compare the relationship of . . .

2. Competencies must be reasonable in their expectations:

Upon completion of this unit the student will be able to:

Identify labor-management practices of . . .

List three major labor-management practices of . . .

OR

Formulate a labor-management practice like that of . . .

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Appendix E

Waukesha County Technical College Internationalization Strategic Plan

COMMITTEE FOR INTERNATIONALIZING THE COLLEGE

Name	Department
Shirley Allison	Associate Degree Nursing
Aleda Bourassa	International Trade
Elvira Craig de Silva	Communication Skills and Social Science
Tim Graham	Hospitality Management
Sally Hanson	Adult Basic Education
Betty Herzog	Academic Support
Kathy Kaufelt	Social Science
Tom Krueger	Data Processing
Jan Latrobe	Instructional Development
Theresa McKinnon	Business Division
Bob Mitchell	Social Science
Barbara Moebius	International Trade
John Morack	Data Processing
Bob Russell	Industrial Technologies Department
Diana Skormika	Student Development
Dave Tully	Marketing
Kitty Wilkomm	English as a Second Language

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WAUKESHA COUNTY TECHNICAL COLLEGE
COMMITTEE TO INTERNATIONALIZE THE COLLEGE VISION STATEMENT
ine 10, 1994

CORE VALUES/PRINCIPLES

- Personal Empowerment:
  - We believe the workforce will become more diverse over the next five years.
  - The Committee will promote and provide activities to empower people to become self-directed learners, sensitive to issues of diversity here and abroad.

- Continuous Improvement:
  - We believe there will be continued increase in export markets served by local industries.
  - The Committee will promote the continuous process of modifying instruction to reflect an increasing awareness of global trade, world geography, and cultural diversity.

- Customer Focus (Student and Others)
  - We will meet or exceed student and staff needs for awareness and understanding of the global marketplace, cultural diversity issues, and ways of expanding international exposure within existing resources.

PURPOSE

- To be the advocate for internationalization of the college
- To be a resource for international activities and instructionally-related ventures
- To evaluate progress on the internationalization effort and to provide feedback and information on resources available to the College

TARGET

- To address the need of internationalizing education by utilizing existing resources on campus, such as the International Trade Technical Center, faculty and staff who have had international experience, culturally diverse students, visitors from abroad, and opportunities provided through outside funding sources

- To maintain and increase administrative and staff support, including commitments to revising curriculum, utilizing appropriate international experience and resources among staff, and encouraging support for the expansion of these activities

STRATEGIES FOR 1994-95

- Advocate adequate budget to support vision and activities
  - Develop and present budget for discussion and approval
  - Establish accounts and cost center for 1994-95

- Influence the curriculum development process to include international components
  - Survey existing programs to determine current extent of international components
  - Select one Division for focused training and development
  - Seek outside funding to assist with internationalization efforts
  - Provide instructional support and tools for internationalization efforts

- Sponsor cultural events and international activities that celebrate diversity
  - Develop monthly calendar with featured sessions and events
  - Track attendance and review methods for capturing attitudinal change
  - Support transition and recruitment of ESL population to the Main Campus
- Create international instructional opportunities and methodologies through the use of Internet
  - Survey other institutions for existing policies, procedures, and methods
  - Develop recommendation for usage in Instructional Services and Information Technology

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Directions: Indicate the intensity of stakeholder's need/demand for each item. Use the following code:

◎ = High Intensity

○ = Moderate Intensity

△ = Minor Intensity

Items	Students	Faculty	Staff	Administrators
Enable curriculum	◎	◎		△
Skills to succeed in the global marketplace	◎	△	△	△
Training to foster awareness/appreciation of cultural diversity	○	◎	◎	◎
Skills to succeed in the multicultural workplace and the global society	◎	◎	◎	◎
Have and means to foster international perspective		○	○	◎

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Goal #1

ADVOCATE ADEQUATE BUDGET TO SUPPORT VISION AND ACTIVITIES

1. Team review/revise existing budget items
2. Warn BLS
3. Present budget to BLS
4. Set up accounts in business office
5. Add exchange monies to our budget

Goal #2

INFLUENCE THE CURRICULUM DEVELOPMENT PROCESS TO INCLUDE INTERNATIONAL COMPONENTS

2.1 Inventory what international components/topics exist in current course offerings

2.2 Identify opportunities to integrate CLS # into courses and inservices

2.3 Select one division for focused training in internationalizing the curriculum

2.4 Seek funding to assist with internationalizing projects

2.5 Investigate what other colleges are doing

2.6 Report internationalizing news to WCTC stakeholders

2.7 Purchase/display maps in classrooms

Goal #3

SPONSOR CULTURAL EVENTS AND INTERNATIONAL ACTIVITIES THAT CELEBRATE DIVERSITY

1. Create calendar
   - Monthly meetings
   - Featured speakers
2. Organize individual events
3. Track attendance
4. Review attitude measures for adoption

Goal #4

RECOMMEND POLICIES FOR CLIENT ACCESS TO INTERNET

4.1 Check with current users -- other institutions re: policies

4.2 Demonstrate Internet to this committee

4.3 Write our recommendation

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COMPARISON MATRIX

WTC International Education Goals Compared to
ACTC Committee to Internationalize the College 1994-95 Goals

ACTC	WTC 1	WTC 2	WTC 3	WTC 4	WTC 5
Goal #1 Provide adequate support to support visions and activities	X		X	X	
Goal #2 Influence the curriculum development process to include international components		X	X	X	X
Goal #3 Increase cultural events and international activities that celebrate diversity				X	X
Goal #4 Recommend policies for client access to Internet	X			X	X

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GOAL	94 95	95 96	96 97	97 98	98 99	MEASURE	TIT
Network with other local groups with an international focus		*****	*	*			
Encourage an internationally and culturally diverse student and employee population		****	*	*	*		
Support WCTC efforts to [illegible] employer and student international exchanges		*******					
Publicize technical assistance and international trade and educational resources offered by WCTC to our internal and external client community		**	***		*		
Advocate the creation of a multi-media lab for foreign language and cultural training			********				
Strive to achieve full representation of all stakeholder groups			********				

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FIVE-YEAR PLANNING CHART

GOAL	94-95	95-96	96-97	97-98	98-99	MEASURE	PPT
Goal #1						• Budget Approved	Barb Moeblus Elvira Craig de Silva
Advocate adequate budget to support vision and activities	<--->	<--->	<--->	<--->	<--->	• Find line item in our budget of several thousand dollars to help offset international exchanges	Dave Tully Bob Russell Betty Herzog
Goal #2						• Summary of Intn'l activity report produced	Aleda Bourassa Barb Moeblus Kitty Wilkens
Influence the curriculum development process to include international components	<--->	<--->	<--->	<--->	<--->	• "Events Completed Checklist" • Curriculum reviews include a check for Intn'l components/topics • Funding exists for targeted division • Report is reviewed by targeted division	Betty Herzog Bob Mitchell Elvira Craig de Silva Jan Lathrop
Goal #3						• Report annual attendance stratified by student/employee	Aleda Bourassa Diana Skotnicki Betty Herzog Tim Graham Kathy Kaufelt Sally Hansen
Sponsor cultural events and international activities that celebrate diversity	<-----				---->		
Goal #4						• Recommendations response received	Bob Russell Shirley Allison John Horack Tom Krueger
Recommend policies for client access to internet	<------>		<------>			• Review procedure in place	

Committee to Internationalize the College
1994-95 Proposed Budget

	Current Expenses	
5200	Required Travel (local members & functions, statewide committee) —Goals 1, 2, 3, 4	$ 500
5201	Prof. Imp. Travel (national conferences, international programs & exchanges) —Goals 1, 2	3,000
5210	Professional Improvement (registrations at national & international programs) —Goals 1, 2	3,000
5220	Memberships (& other consortiums to internationalize curric.) —Goals 1, 2	200
5221	Periodicals & Publications (materials for internationalizing curriculum) —Goals 1, 2	500
5230	Supplies & Materials (media work, materials to promote events) —Goals 1, 3	500
5239	Promotion (course prizes, activities for inservice) —Goals 1, 2, 3	300
5261	Printing (brochure, invitations) —Goals 1, 2, 3	750
5263	Prof. Services (honorariums) (fees to speakers or performers) —Goals 1, 2, 3	750
5400	Minor Equipment (maps for classrooms, videos, cd rom) —Goals 1, 2, 3	1,000
	Chargeback Accounts	
5259	Postage —Goals 1, 2, 3	50
5260	Duplicating —Goals 1, 2, 3	300
5262	Photocopy —Goals 1, 2, 3, 4	100
5357	Facility Services —Goals 1, 2, 3	300
5454	Telephone (for hook-up to internet) —Goals 1, 2, 4	750
5075	Curriculum (Allocations beyond departmental cur. ... budgets) —Goals 1, 2	2,500
	TOTAL	$14,600

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CHAPTER 1

INTRODUCTION

The Milwaukee Area Technical College (MATC) is one of the largest technical/vocational colleges in the country, serving over 75,000 students annually from four major campuses, 19 evening centers, eight adult day centers, and through the College of the Air. More than 4,500 day, evening and weekend courses are offered. A publicly supported institution, MATC has 100-plus associate degree and diploma programs, which prepare students for many of the high-skill jobs that the global economy demands.

MATC is the largest of the 16 districts that make up the Wisconsin Technical College System. The total population of the area, 1.25 million, includes all of the Milwaukee county, most of Ozaukee County and portions of Waukesha and Washington Counties. Of the total student population of MATC in Semester 1, 1993-1994 (41,761), 27% (11,261) are minorities and of the 1,420 employees, 27% (378) are minorities.

The MATC Board of Directors included international education and training in the original college's mission statement, and adopted a policy on international programming. In the Strategic Planning

Document (1993), the Board formulated MATC's vision statement as being "committed to being a world-class educational institution that empowers students, faculty, and staff to realize their potential." In 1991, MATC received a two-year grant from the U.S. Department of Education under the Business and International Education Program. This funding has enabled business faculty to develop international modules for their courses.

Nature of the Problem

The various curricula of the occupational programs in the Consumer and Hospitality Services Division (CHSD) attract students from diverse backgrounds yet these programs are designed to meet the workforce needs of local business and industry. The problem is the absence of an international or global perspective in the occupational programs in order to prepare our graduates to compete in the global market.

Purpose of the Study

The purpose of the study was to develop a process to internationalize occupational programs in the Consumer and Hospitality Services Division.

Significance to the Institution

MATC has demonstrated an understanding of the need for international education, and has provided support for the development of a variety of international education activities. It is the institution's experience that adding an international content to a course with a business and industry mentor from a particular program, provides a better understanding of the increasing international dimension of the discipline and enhance the global awareness of the faculty and students.

The process to internationalize curriculum will enable the CHSD faculty to design international modules appropriate for their discipline. If used with proper input from business and industry mentors specific to each program areas, the graduates of the CHSD programs will be globally connected.

Relationship to the Seminar

This project is directly related to the Emerging Vocational, Technical, and Occupational Education in America in that an external factor was examined in depth and breath to determine its impact on how MATC will develop occupational and technical programs that will prepare its graduates to compete in the global

marketplace. Alger and Harf (1986), Mewhorter et al (1991), and Sypris (1992) all agree that unless our graduates have the technical skills with a global perspective of the 21st century, it will be truly a challenge to expect them to be totally responsible and productive citizens of this planet.

Research Question

There is one research question for this study, "What should be the content for a valid process to internationalize course(s) in the occupational programs in CHSD?"

Definition of Terms

The following definitions are provided to eliminate confusion and to provide a uniform operational definition of specific terms.

Process is defined as the plan to internationalize curriculum which can include international module(s) in the CHSD occupational programs.

Module is defined as a specific component of a course that will be developed into the instructional design of a curriculum.

Infusion approach is including the culture, language, history and civilization, cultural concepts and technical vocabulary and relational perspectives of

other countries in any given topic, lesson plan or instructional unit of instruction throughout the course.

Individual unit approach is developing a new unit on a particular global topic or theme in any given course.

Internationalization of curriculum is adding global perspective in teaching a course and incorporating the international dimensions of a discipline in the course.

CHAPTER 2

REVIEW OF LITERATURE

As Americans we are finding out that we are increasingly living and working in a global marketplace of goods, services and ideas at the same time that the world is becoming more integrated by economics, communications, transportation, and politics, Pickert (1992). One strategy to help us bridge these gaps is to develop and offer educational programs that would reflect the international ties that bind people as they bind nations and one that would allow our students to understand world events such as offering the perspectives of other nations.

To facilitate a universal interdependence of nations and their economies, the workforce of the future need a sophisticated understanding of diversity which includes differences in culture, religion, language, political system, legal structures, and global economics (Samson, 1993). Students must be open to new and different ideas, new conditions and ethnic diversity. By introducing an international perspective and/or dimension in some critical or selected courses and curricular programs, we may anticipate our graduates to be competent to make personal and public

policy decisions as citizens of an international society and able to compete in the world marketplace.

The scope of this literature review is on methods or strategies on how international perspective and/or dimensions are integrated in post secondary courses or programs. The review is limited on published post secondary international education practices from 1984 to the beginning of the 1990s.

Thomas Bartlett (1992) says that "the intensely interdependent nature of the world community and the challenges to American competitiveness meant that we needed to increase the competence of our students in their knowledge of other countries and their abilities with foreign languages" (The Council on International Educational Exchange, 1992, p. 1). This remark keys in towards educating our students for global competence which is also referred to by many as internationalizing curriculum of higher education programs. Additionally, higher education has to adjust to a more competitive world economy, increased access to and interest in the world at large, and globe-spanning electronic databases and computer networks. However, international education in itself may represent international relations (study of relations among countries), area

studies (study of particular regions of the world), foreign languages and cultures, comparative and international approaches to individual disciplines, and environmental, global, or peace studies which examine issues affecting more than one nation, Pickert (1992).

If one is to follow up on Pickert, then, all students might learn to use their minds to be prepared for responsible citizenship, further learning, and productive employment in a modern economy, possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship (America 2000, 1991). This is embodied in the six national education goals published by the United States Department of Education.

The national education goals further challenge all educational institution from K-12 to (a) provide adequate and necessary preparation of students to enter post-secondary schools ready to pursue the program of their choice the day they are admitted in college and (b) to design alternative programs for students who are not college bound so that they can acquire technical skills that are needed by the increasingly technology driven service and information era of the 21st century

and (c) contact educators abroad to bring curricula into consortium with job requirements, and devise ways to carry out the international aspects of institutional mission.

There is also a need to direct the interest or goals of our students to the reality of the character of the future workforce of the United States as well as the world, Alger & Harf (1986), Mewhorter et al (1991), Sypris (1992). Unless our graduates have the technical skills with the global perspective of the 21st century, it will be truly a challenge to expect them to be totally responsible and productive citizens of this planet.

Research and Practices in Internationalizing Curriculum

The review of literature provided adequate information and suggestions on how to internationalize curriculum. The following list was developed by Pickert in 1992:

1. teach all students about other cultures and countries not excluding language since Pierce (1992) claims that improved foreign language education opportunities for our students to enhance their capacities to function in and understand an

increasingly interdependent world;

2. study or work abroad;

3. coverage of history and civilization of more countries in related course materials;

4. use of materials from other countries like books, films, videos, music, newspapers, even live satellite broadcasts;

5. academic experience abroad through enrollment in seminars, research work, or demonstrations of bilingual proficiency;

6. granting of certificates or joint degrees to those who complete a series of courses;

7. providing international experience without leaving the classroom, through computer and satellite communication;

8. merging of data bases to gain access to research and curricular activities in other countries;

9. collection of course descriptions with international elements;

10. bring foreign students and teachers to the campus;

11. infuse international elements across all courses such as adding international education modules or units in existing courses;

12. internationalize reading list;

13. offer new emphases within a discipline;

14. create a new or integrate a module of the course with cultural concepts and technical vocabulary specific to the program such as including cultural attitudes toward fashion and color in a fashion program;

15. concentrate on an area of the world and treat it across disciplines for example, focus courses or a module of courses in all programs of a division on Japan.

Ruhland (1993) suggests integrating an international dimension into curriculum by working new modules into existing courses or developing seminars and workshops on international trade. She further suggested that internationalizing curriculum effort should include establishing an international marketing advisory committee, developing a long-range plan and an approval, endorsement and commitment of the school administration. The administration may accept this activity if they are convinced that the development of an international perspective in programs is essential for a successful training of a world-class marketing workforce for the 21st century. Ruhland suggested the

following strategies to integrate a curriculum:

1. add international component(s) to existing courses;

2. develop new course(s) to current programs;

3. develop study tours as a professional develcpment for faculty and an international experience for students;

4. develop an international student/staff exchange; and

5. develop international programs for small businesses.

The list offered by Ruhland supports the design where individual disciplines may either be influenced by international events or how researchers or educators from different parts of the world view the disciplines. For instance, survival, war and peace, inequality, poverty, power, individual and group behaviors - cognition, perception, motivation, and inter-personal relations, the political, legal and social-welfare systems, all have different perspectives from country to country. The US policies on international adoption and settlement of refugee minors, children's rights, and intercountry adoption may also be studied.

Mill (1994) provides some suggestions to

internationalize the hospitality management program while Becker (1994) offers ideas for some home economics courses. Both authors include the use of simulations, role playing, debates, and simulations using Telenet, NSFNET, INTERNET as successful teaching methods.

Two faculty in Central Piedmont Community College, Collins & Stanley, 1991, internationalized their separate Sociology and English as a second language (ESL) classes by using focused interaction. The international students from the ESL class were matched with the students in Sociology to discuss family customs and issues. The experience was so positive that they have recommended similar exchanges with other classes such as political science, English, economics or any other classes in the system.

In 1993, Smith developed his marketing curriculum to include international marketing practices and global advertising methods. He offers a variety of activities that an instructor can include in his/her instructional design.

Another strategy that internationalization of curriculum could adopt is the method used in multicultural education. There are five dimensions in

multicultural education that Banks (1994) offers:

1. content integration where key points in a lesson plan or unit is internationalize;

2. additive approach where special topics or units on international issues are added;

3. knowledge construction where a teache helps the students understand the how specific issues are dealt with in other other countries;

4. prejudice reduction where students ar helped to develop positive attitudes about different groups;

5. equitable pedagogy where teaching is modified to facilitate academic success of students from diverse groups;

6. empowering school culture and social culture where the school develops policies and procedures to ensure educational equality; and

7. transformation approach where similarities and differences are taught in viewpoints, cultural traditions, values, and political ideals.

Bachman (1984) describes 17 case studies illustrating how eight state supported universities, 6 private colleges and universities and 3 community colleges successfully institutionalized a commitment to international education. Recently, several community

colleges in the country have taken a proactive stand on the global connectedness of both education and business and industry. Mewhorter et al (1992) discussed how the Fox Valley Technical College (FVTC) in Wisconsin has internationalized their campus environment in order to:

1. prepare a marketing plan featuring the FVTC as an educational institution that can attract students globally;

2. work with instructors to internationalize the curriculum in order to increase students' awareness of other cultures in preparation for a global society and international workplace;

3. establish exchange programs for staff and students and become a site for international staff and students wanting to study in the United States;

4. provide seminars, workshops and courses on international trade for district business and industry; and

5. provide on-site training for business and industry and educational representatives from other countries.

FVTC also developed support services to meet the specific needs of international visitors. The two

current programs that address the needs of international students are the ESL, English as Second Language and CASS, Cooperative Association od State for Scholarships. The ESL program provide opportunities for students to get career planning information, job-seeking and job-keeping skills, prevocational training and idiomatic expressions. The CASS program brings groups of students to technical and community colleges in the United States for 2 years to learn a technical skill and about the United States culture. Additionally, the Multicultural Advisor bring all students together to share in a variety of culture in activities like sharing foods, costumes, dances and music. There are other activities and programs that one might develop to internationalize one's campus or curriculum provided funds and administrative support are available.

In a separate project, Pickert (1992) includes the following internationalization strategies:

1. include goals for international education in campuswide strategic plans;

2. incorporate comparative and international assessments into individual disciplines;

3. alteration of core curricula to ensure that students know more about the languages and cultures of other countries;

4. faculty development opportunities;

5. study abroad incentives; and

6. foreign and American students with international experiences are asked to share their background.

Summary

Internationalizing curriculum in part or in its entirety will offer extreme benefits for our students to become useful and productive citizens of the world. The literature showed enough evidence of proactive planning and implementation of international education in many higher education institutions. There is enough information to also demonstrate methods by which programs can become globally interconnected.

As educational institutions revamp their curricula to include components of cross-cultural education, the workplace is experiencing a similar transformation. Orem (1991), claims that the need for cross-cultural training "stems from our inability to recognize easily how our own values and behaviors differentiate us from others" (p. 8). These differences are translated in

both in the personal and business international arena. Fantini, (1991) suggests that we "need to be able to deal effectively with diversity of ethnic, racial, religious, and cultural backgrounds of those with whom we have daily contact" (p. 15). The concept of intercultural competency is further suggested to deal with diversity in a positive way. Intercultural competency includes skills in maintaining positive relationship, effective communication and in attaining an appropriate level of compliance and cooperation with others. Intercultural competency also includes "attitudes, awareness, and knowledge that foster effective and positive interaction with others across cultures, races, and religions" (Fantini, 1991, p. 16). Finally, influencing values in different cultures or countries are components in internalization that must not be neglected (Ricard, 1991).

Some further research can address the following issues: (a) how does curricular change affect the average American student, (b) what have foreign students learned in the US (c) what is the impact of curriculum improvement on career choices, faculty research, or program offerings, enrollment, retention (d) what do our students lack in knowledge of the world

that other countries' students have? When some hard data are available to answer the above questions, perhaps more institutions of higher education will make commitment to internationalize education.

CHAPTER 3

METHODOLOGY AND PROCEDURES

Five procedures were used to complete the internationalization process project. First, a review of literature was conducted on how other colleges have internationalized their course(s). The review included some research and practices done in the area of international education where disciplines have been internationalized.

Second, a committee of experts was formed to discuss methods of internationalizing disciplines. This formative committee consisted of the Manager of the International Education, a faculty of the Business Division who has already developed an international module in his program and the Dean and CHSD faculty who will lead the internationalization project of the CHSD, Appendix A. The committee met once in August which lasted for approximately three hours mainly to develop the draft of the process to internationalize occupational programs in the CHSD. The process included goals, objectives, an explanation of the concept, content and flow chart of the process. The draft was then routed to all members by the Dean of CHSD for final comments.

Third, the process was reviewed by a summative committee for validation purposes. This committee consisted of the chairperson of the International Trade Education Advisory Committee, the president of the Wisconsin Board of Trade, the instructor of the MATC Global Awareness course, the associate dean of Hotel/Hospitality Management and other hospitality related programs from the CHSD, one faculty from the Culinary Arts program and one student from the Dietetic Technician program, Appendix B. This committee met only once in August for two hours since the members agreed to the feasibility of the process developed.

Fourth, the final and approved process was submitted to the Dean of the Consumer and Hospitality Services Division, Appendix C.

Assumptions

For this project, it was assumed that members of the formative committee had the expertise to guide the development of the project. It was also assumed that the models presented in the literature were appropriate for vocational, technical and occupational programs. It was further assumed that the summative committee's evaluation of the content of the plan was valid and useful to the CHSD at MATC.

Limitations

The process to internationalize curriculum was limited in that it was specific to the needs of the students of the CHSD occupational programs. Another limitation was that the process was applicable only to the development methodology.

Anticipated Benefits

A process to internationalize course(s) in various occupational programs in the CHSD is expected to provide the students and faculty a better awareness of the global marketplace. Internationalizing curriculum in part or in its entirety will offer extreme benefits to students to become useful and productive citizens of the world. The literature showed enough evidence of proactive planning and implementation of international education in many higher education institutions. There is enough information to also demonstrate methods by which programs can become globally interconnected.

Chapter 4

RESULTS

The review of literature presented a variety of options to internationalize curriculum. These options included internationalizing a unit or lesson plan in a course or adding a new unit in a course (Pickert, 1992, Ruhland, 1993 & Smith, 1993). Pickert suggested to offer a new emphasis within a discipline, create a new or integrate a module in a course. Ruhland added the establishment of an international advisory committee and a long range planning incentive on international education that is approved and supported by the school administration. The FVTC, Mewhorter et al, 1992, sought the board approval when they decided to internationalize their campus environment. The multicultural education techniques discussed by Banks, 1994, are also effective ways to internationalize curriculum.

The methods, strategies and practices discussed in the literature are reflected in the internationalization of curriculum efforts by faculty in the Business Division at MATC. Hence, the formative committee developed the process and flow chart to internationalize the occupational programs using

existing models from MATC, Appendix D and Waukesha County Technical College, Appendix E including information provided by the Dean of CHSD from her search of the literature. The process and flow chart to internationalize the occupational programs in CHSD is found in Appendix C.

The summative committee approved the process developed by the formative committee as presented. The process was recommended to be tried in one program of the division as a pilot project. The Dean of CHSD received the final process for implementation in the 1994-1995 academic year as a pilot project.

Chapter 5

DISCUSSIONS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The process and flow chart to internationalize the occupational programs in the CHSD is congruent with some of the elements of the modules presented by Pickert, 1992, Ruhland, 1993 , Smith, 1993 and Banks, 1994. The faculty will have the option to either infuse the program or develop a new unit in a given and selected course. The process will also give the lead instructor in this project to be flexible with its implementation. Finally, the faculty developing an internationalized curriculum will have an opportunity to use their creativity and innovation as he/she develop the following elements of the curriculum/course:

1. instructor' notes;
2. handout materials;
3. instructional materials;
4. assignments; and
5. bibliography and/or references.

Conclusions

The process and flow chart will facilitate the training of the faculty in the CHSD to internationalize their occupational programs. The flow chart is simple and user friendly that the faculty will be encouraged to participate in the division project of internationalization of curriculum.

Implications

Occupational programs that will be internationalized will provide its students a better awareness of the global marketplace. The students will also develop an intercultural competency (Fantini, 1991) that they can use when they find themselves in a diverse workplace.

Recommendations

It is recommended that the Dean of consumer and Hospitality Services Division provide faculty incentives to implement internationalization of programs in all the departments. It is further recommended that the lead instructor for the project meet with the various departments within the first semester of the 1994-1995 academic year. Finally, it is strongly recommended that the process and flow chart be submitted to the international education advisory

committee of the Business Division at MATC for use as a model district wide.

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APPENDIXES

Appendix C

Process to Internationalize Curriculum in the

Consumer and Hospitality Services Division

GOALS: To offer occupational programs that will reflect the international ties that bind people as they bind nations in order to allow students to understand world events.

To provide a better understanding of the increasing international dimension of a discipline.

To prepare students to be interculturally competent to make personal and public policy decisions as citizens of an international society and to compete and succeed in the world marketplace.

To enhance the global awareness of its faculty, staff and students.

OBJECTIVES: To develop a process to internationalize occupational programs in the Consumer and Hospitality Services Division.

To introduce an international perspective and/or dimension in some critical or selected courses and curriculum programs either by infusion or adding a new unit in a given course.

To provide students intercultural skills in the awareness and appreciation of diversity that will foster success in a multicultural workplace and global society.